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AUTHOR	Tisdel, Lin; And Others
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ABSTRACT

This survey attempts to acquire feedback for University of Georgia graduates with regard to the impact of their college experiences on their careers and on their personal and social development. Information was obtained by means of a questionnaire. This feedback could be used by the various constituencies that make up the university in many different ways, some of which include: (1) an initial review of specific programs; (2) assistance in the establishment of objectives; and (3) assistance in the assessment of the effectiveness of curricula, facilities, and attitudes. (Author)

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MEASURING ONE UNIVERSITY OUTPUT:

A SURVEY OF UNDERGRADUATE DEGREE HOLDERS FROM THE UNIVERSITY OF GEORGIA FROM THE CLASSES OF 1960-1970

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Developed and written by: Lin Tisdel

Data collected, collated and analyzed by: Lin Tisdel
Joseph Lechowicz
Dong Kon Kim

Approved by: A. A. Sterns

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Abstract:

This survey attempts to acquire feedback from UGA graduates with respect to the impact of their college experiences on their careers and on their personal and social development. Information was obtained by means of a questionnaire to a sampling of UGA graduates. This feedback could be used by the various constituencies which make up the University in many different ways, some of which include: (1) a initial review of specific programs; (2) assistance in the establishment of objectives, and (3) assistance in the assessment of the effectiveness of curricula, facilities, attitudes, etc.

MEASURING ONE UNIVERSITY OUTPUT:

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MEASURING ONE UNIVERSITY OUTPUT: A SURVEY OF UNDERGRADUATE DEGREE HOLDERS FROM THE UNIVERSITY OF GEORGIA FROM THE CLASSES OF 1960-1970

One feature of Planning, Programming, Budgeting Systems (PPBS) which attracts many supporters is its *output orientation* (Farmer, 1970). Carpenter (1969) points out that such a system requires clearly expressed objectives which have appropriate measures of attainment. The most obvious output of higher education is the graduate: the much renowned but ill-defined *educated man*. One attainable measure of this output is the self-reported perceptions, opinions, and attitudes of the graduate about his college experience and its relation to his life after he leaves the campus.

Levin, et.al. (1971) in an excellent survey of the literature, offers abundant research evidence that education affects one's earnings, social and economic mobility, *and other areas of opportunity*. A comprehensive, longitudinal alumni survey had been conducted on the nationwide graduating class of 1961 by Spaeth and Greeley (1970). The total population consisted of 4,000 graduates of 135 accredited large colleges and universities. The results of this study were of great interest and value but the project team felt that a more individualized, up-to-date, tailor-made study of University of Georgia graduates was needed. Levin's review, along with recent publications from national and professional agenices including the Western Interstate Commission for Higher Education (WICHE), clearly indicated that an alumni survey of UGA undergraduate degree holders was an item of importance for the Ford Foundation supported PPBS Project. Similar studies of graduate degree earners and Law School graduates have already been conducted for the University (Booth, 1970; Corry, 1971; Keith, 1972).

PURPOSE

Since the educated man has been developed not only as an "economic being" but also as a "human being", the main purpose of this survey was to gather feedback from University of Georgia graduates with respect to the impact of their college experiences on their careers and on their personal and social development. This feedback could be used by the various constituencies which make up the University in many different ways, some of which include:

1. A critical review of specific programs;
2. supportive evidence for new or increased services;

3. assistance in the establishment of objectives;

4. assistance in the assessment of the effectiveness of curricula, facilities, attitudes, etc.

The results of this first survey should be considered as those of a pilot study because of the ever-present constraints of limited time and resources. Subsequent studies, however, can use these first efforts as a foundation.

METHOD

SUBJECTS

The subjects for this study were 821 undergraduate degree holders from the classes of 1960 through 1970. Every twenty-fifth person was selected from an alphabetized listing of all University of Georgia baccalaureates for those years. The Alumni Office was most helpful in providing this list and addressing the envelopes for the first mailing.

THE INSTRUMENT

The questionnaire was developed over several months with the assistance of many people* both on and off campus who provided inputs in the form of suggestions and constructive criticisms. Some of the items were taken from Booth's (1964) and other alumni surveys and modified for use with an undergraduate population. Most items, however, came about as a result of the questions the project team felt were relevant and necessary for our purposes. The questionnaire was divided into two parts: Job related questions and non-job related questions. A "pilot" study was conducted using the instrument with approximately ten on-campus personnel who were graduates of the University. The author recognizes that such a "field trial" might be considered inadequate and, hence, the previous statement that this entire effort might best be considered a pilot study.

PROCEDURE

Questionnaires (See Appendix A) were mailed out by third class mail to graduates selected by the sampling procedure (excluding 1971, foreign residents and other not readily accessible graduates. Six weeks after the initial mailing the first follow-up was conducted: a post card was mailed to each non-respondent requesting that he return his questionnaire. The six week period was

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*(Dr. Warren A. Findley, Dr. Robert Stoltz, Dr. David Suddick, Dr. Gary C. Stock, and Mr. Larry McDaniel, and various student leaders)

used because of the slowness – up to six weeks – of bulk rate mail. Four weeks after the post card follow-up, a follow-up letter (See Appendix C) was sent out along with another copy of the questionnaire. All instruments were returned by means of a business reply flap that was part of the questionnaire. The cut-off date for responses to be included in the study was six weeks after the second follow-up.

RESULTS

Four hundred and seventy of the 821 (57.24%) questionnaires were returned by March 8, 1972. Additional returns have come in since this date and may be included in future reports. Table I presents the distribution of the respondees by the degree which they earned at the University. The Bachelor of Business Administration was the degree most frequently appearing with 26 percent of those responding. The next most frequent single degree was the Bachelor of Science of Education representing seventeen percent of degrees held by respondees, Bachelor of Science representing fourteen percent, and the Bachelor of Arts representing thirteen percent. All other degrees were under six percent.

Tables 2 and 3 show the distribution of students by academic year entered and graduated respectively. The fact that the University has students who enter, leave without graduating and later reenter helps account for the number shown entering before the latest "expected" date of the decade selected for sampling (graduates from 1960-1970). In addition, those students shown entering past the latest expected date (1966-1967) for freshmen entrants to complete their baccalaureate degree reflect the presence of transfer students at the University.

Table 4, the Distribution of Respondees by section of the country, shows that sixty-four percent of those responding have remained in the state of Georgia. While this data shows that those University of Georgia graduates responding to the questionnaire live and work in most sections of the United States, it is interesting to note that an overwhelming majority of eighty-eight percent have remained in the south and its neighboring states. Such retention is desirable for a public institution in that it serves the state and region that supports it.

A general picture of the University of Georgia graduates' perceptions of the University and its impact on their lives is derived from the statistics of the question-by-question detailed breakdown of responses presented in Table 5.

TABLE 1

DISTRIBUTION OF RESPONDEES BY DEGREE EARNED

	Number	Percent
AB	60	13
ABJ	29	6
BBA	115	26
BFA	11	2
BMUS	3	1
BS	61	14
BSA	35	8
BSED	76	17
BSFR	24	5
BSHE	15	3
BSPH	19	4
DVM	2	1
SUBTOTAL	410	100
No response	60	
TOTAL	470	

TABLE 2

DISTRIBUTION OF RESPONDEES

Year Entered	Number	Percent
1956 - 57 and before	8	2
1957 - 58	15	3
1958 - 59	29	6
1959 - 60	22	5
1960 - 61	26	6
1961 - 62	41	9
1962 - 63	38	8
1963 - 64	46	10
1964 - 65	54	12
1965 - 66	53	11
1966 - 68 and after	184	28
SUBTOTAL	463	100
No response	7	
TOTAL	470	

TABLE 3

Year Graduated	Number	Percent
1960	13	3
1961	25	5
1962	21	5
1963	30	6
1964	21	5
1965	39	8
1966	49	11
1967	49	11
1968	57	12
1969	60	13
1970	99	21
	463	100
	7	
	470	

TABLE 4

DISTRIBUTION OF RESPONDEES BY SECTION OF THE COUNTRY*

		Number	Percent
	State of Georgia	262	64
	South Atlantic	79	19
	South Central	19	5
	Middle Atlantic	20	5
	New England	6	1
	North Central	10	2
	Pacific	8	2
	Territories and APO	8	2
SUBTOTAL		412	100
	No response	58	
TOTAL		470	

* South Atlantic - Florida, South Carolina, North Carolina, Virginia, West Virginia, Washington, D. C., Maryland and Delaware;

South Central - Alabama, Mississippi, Tennessee, Kentucky, Arkansas, Oklahoma and Texas;

Middle Atlantic - New York, New Jersey and Pennsylvania;

New England - Connecticut, Massachusetts, Vermont, Maine, New Hampshire and Rhode Island;

North Central - Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota;

Pacific - Alaska, Washington, Oregon, California, and Hawaii;

Territories and Possessions - Canal Zone, Guam, Puerto Rico, Virgin Islands and A.P.O.

EMPLOYMENT

About seventy-six percent (368 of 470) of those responding reported that they are working full time while eleven percent reported that they were working on a graduate or professional degree. Six percent were in the military and only two percent said they were unemployed. Thirty-seven percent of those who reported that they are working noted some aspect of business as their occupation. Twenty-two percent indicated that they are teaching for a living while four percent are in the fields of medicine and law. Forty-six percent of those responding have been with their present employer and sixty percent have been in their current position for less then two years. This may be an indication of the recent increase in the number of college graduates as well as their economic mobility. Only five percent reported having been with the same employer for 10 or more years with only two percent having held the same position for that period of time.

COLLEGE DEGREE

The benefits of a college degree seemed important to the graduates since ninety-seven percent indicated that they would still go to college as preparation for life. Only sixty-six percent, however, indicated that they would enroll in the same degree program. Those reporting that they would change programs indicated Business related programs most frequently with twenty-nine percent, the professions (Law and Health) next with twenty percent, specialization within current job with twelve percent, with additional areas all under ten percent.

COLLEGE TO JOB

Forty-eight percent of the respondees indicated that their undergraduate curriculum was related to a very great extent or to a great extent to their current employment, twenty-nine percent reported that their curriculum was somewhat related to their current employment while twenty-one percent indicated that their current employment was not related to any great degree to their undergraduate curriculum. In response to a question about which courses contributed most to a graduate's career, the responses were categorized as within the area studied (about seventy-five percent), outside the area studied, (twelve percent), and other courses (about thirteen percent). Another question dealt with the courses contributing least to a graduate's career.

The universe of responses with regard to the impact of curriculum becomes somewhat obscured in question 8, 9, 10, 20, 21, and 22 of Table 5 where open ended responses were required. For example, eleven percent – as a first choice – felt foreign languages contributed *least* to their career, while, (as is more elaborated on later related to question 20) ten percent – as a first choice expressed that foreign languages contributed most to their pesonal and social development. To judge the importance of these type of statistics the second choice should also be examined in each case. As to further what was considered a contributing least, Chemistry and English followed with eight and seven percent respectively. The respondees recommended that anyone entering in their profession take job-related courses (twenty-six percent), business courses (twenty-one percent), and Accounting and Psychology (nine percent each).

UGA RATING

The alumni were asked to rate various aspects of the University of Georgia while they were in attendance in their degree programs. *Eighty percent or more of the respondees rated the following aspects as favorable (average or above average): the faculty, the administration, the physical facilities, the public image, student housing, the library, and cultural activities.*

The library facilities received the highest ratings – seventy percent believed the library to be above average. Two aspects received unfavorable ratings: fifty percent of the alumni thought that academic and vocational counseling was below average. In addition fifty-four percent rated personal counseling below average.

The alumni were asked to rate various aspects of their undergraduate curriculum while they were in attendance. The overall responses were favorable although about a quarter of the respondees felt that they were not satisfied with the availability of the faculty, the interest of their fellow students, and the relevance of the curriculum as preparation for their current jobs.

Over one-half of the respondees reported aquiring their first position upon graduation through their own solicitation. A number of other means were mentioned although none received over ten percent. Seven percent of the graduates mentioned the Placement Office as being the primary means of obtaining their first job. It must be noted that the questionnaire did not ask how many students availed themselves of the Placement Office.

SALARY

The median *starting* salary of those responding fell in the $6000 to $8000 range while respondents reported *current* salaries which range from less than $5,000 to over $19,000 with a median salary between $7,000 and $10,000.

SOCIAL AND PERSONAL

Eighty nine percent of those responding felt that their undergraduate program was outstanding or adequate in contributing to their personal and social development. Extracurricular activities seem to play a role in personal and social development with athletic events, off campus living experiences, and informal bull sessions playing the key roles. A substantial number of students did not believe that lectures by eminent authorities or fraternity and sorority life contributed to any degree to their personal or social development.

Those respondees answering the question related the courses contributing most to their personal and social development listed most frequently psychology (sixteen percent), Speech (fifteen percent) and Foreign languages (ten percent). All other responses were less than ten percent. The list of responses for the courses contributing least to personal and social development included mathematics (thirteen percent), Chemistry (nine percent), English (eight percent), and Foreign Languages (six percent). All other responses were not more than two percent.

As indicated earlier, it is interesting to note that foreign languages was given as having contributed both to *most* (ten percent) and to *least* (six percent). It is also noteworthy that psychology was listed as a course contributing most to both career and personal and social development and was also recommended as a course to be taken for career development as well as personal and social development. Speech was listed for *both* career and personal development also and appeared as a course contributing most to personal and social development. Accounting was also listed three times: It was recommended both for people entering professions and for anyone attending college. Additionally accounting was listed as one of the courses greatly contributing to a graduate's career.

TABLE 5

1. WHAT IS YOUR CURRENT OCCUPATION?

	Number
a. Working full-time	368
b. Working part-time	28
c. Working on an undergraduate degree	2
d. In the Military Service	29
e. Unemployed	10
f. Working on a graduate or professional degree	50
g. Housewife	35
h. Other	22
TOTAL	544*

*Does not add to 470 because of multiple responses. A definitive breakdown of multiple responses will not be made in this report.

2. IF YOU ARE EMPLOYED EITHER FULL-TIME OR PART-TIME, WHAT IS YOUR TITLE OR POSITION?

	Number	Percent
Teaching (Elementary, Secondary and College)	95	22
Business (Administration, Management, Accounting)	111	26
Business (Sales and Real Estate)	46	11
Professions (Doctors, Veterinarians, Lawyers)	16	4
Government and Public Service (Local, State and Federal)	32	7
Graduate School	13	3
Military Service	28	6
Housewives	3	1
Others (less than 3 listed)	89	21
SUBTOTAL	433	100
No response	37	
TOTAL	470	

TABLE 5 (con't)

3a. HOW MANY YEARS HAVE YOU BEEN WITH THIS FIRM, GOVERNMENTAL AGENCY, SCHOOL SYSTEM OR COLLEGE?

	Number	Percent*
less than 2	191	46
2 – 3	79	19
4 – 5	69	17
6 – 7	37	9
8 – 9	19	5
10 or more	20	5
SUBTOTAL	415	100
No response	55	
TOTAL	470	

*Percentages are rounded to the nearest whole number.

3b. HOW MANY YEARS HAVE YOU HELD YOUR CURRENT POSITION?

	Number	Percent
Less than 2	246	60
2 – 3	86	21
4 – 5	42	10
6 – 7	25	6
8 – 9	6	1
10 or more	8	2
SUBTOTAL	413	100
No response	57	
TOTAL	470	

TABLE 5 (con't)

4. WHAT IS YOUR ANNUAL SALARY RANGE?

	Number	Percent
Less than $5,000	42	10
$5,000 – $6,999	55	13
$7,000 – $9,999	123	29
$10,000 – $12,999	101	24
$13,000 – $15,999	61	14
$16,000 – $18,999	21	5
Over $19,000	23	5
SUBTOTAL	426	100
No response	44	
TOTAL	470	

5. KNOWING WHAT YOU KNOW NOW OF THE DEMANDS OF LIFE AFTER COLLEGE, WOULD YOU STILL GO TO COLLEGE AS PREPARATION FOR YOUR CAREER?

	Number	Percent
Yes	444	97
No	12	3
SUBTOTAL	456	100
No response	14	
TOTAL	470	

TABLE 5 (con't)

6. IF YOU STILL WOULD GO TO COLLEGE, WOULD YOU ENROLL IN THE SAME DEGREE PROGRAM?

	Number	Percent
Yes	300	66
No	154	34
SUBTOTAL	454	100
No response	16	
TOTAL	470	

6. (con't) IF NOT, WHAT PROGRAM OR TRAINING WOULD YOU PURSUE?

	Number	Percent
Accounting	14	9
Business	33	20
Education	13	8
Health Professions (Doctor, Dentist, Veterinarian, Pharmacist)	26	16
Law	7	4
Liberal Arts	8	5
Specialization within current job	19	12
Others (less than 5 listed)	34	26
TOTAL	154	100

TABLE 5 (con't)

7. DO THE UNDERGRADUATE COURSES OR MAJOR YOU PURSUED RELATE TO YOUR CURRENT EMPLOYMENT?

	Number	Percent
To a very great extent	107	24
To a great extent	108	24
Somewhat	131	29
Hardly at all	9	2
No	93	21
SUBTOTAL	448	100
No response	22	
TOTAL	470	

8. WHICH COLLEGE COURSES, IF ANY, HAVE MADE THE GREATEST CONTRIBUTION TO YOUR CAREER?(two choices)

	Number	Percent
WITHIN AREA STUDIED	1st/2nd	1st/2nd
Needed for Current job	232/185	68/66
Because of Professor	12/ 6	4/ 3
Because of Course	10/ 12	3/ 4
OUTSIDE AREA STUDIED		
Needed for Current job	34/ 32	10/12
Because of Professor	3/ 3	1/ 1
Because of course	3/ 10	1/ 3
Student Teaching	20/ 5	6/ 2
Psychology (includes Educational Psychology)	14/ 5	4/ 2
Accounting	14/ 14	4/ 6
SUBTOTAL	354/272	100/100
No Response	116/198	
TOTAL	470/470	

TABLE 5 (con't)

9. WHICH COLLEGE COURSES, IF ANY, CONTRIBUTED LEAST TO YOUR CAREER? (two choices)

	Number 1st/2nd	Percent 1st/2nd
Not studies related	1/ 6	0/ 4
Foreign language	33/ 4	11/ 3
Chemistry	25/ 8	8/ 6
English (includes literature)	21/ 2	7/ 1
Georgia History	11/ 3	4/ 2
U.S. History	3	1
Other (less than 3 listed)	203/120	68/84
SUBTOTAL	297/143	100/100
No response	173/327	
TOTAL	470/470	

10. WHAT COURSES DID YOU *NOT* TAKE BUT WOULD RECOMMEND TO ANYONE ENTERING YOUR PROFESSION? (two choices)

	Number	Percent
Speech	11	4
Accounting	27/ 8	9/ 4
Business	66/31	21/16
Psychology	27/12	9/ 6
Computer Programming	12/ 5	4/ 3
Job related	80/57	26/30
Mathematics and Logic	19/ 8	6/ 4
Other (less than 4 listed)	71/71	23/37
SUBTOTAL	313/192	100/100
No response	157/278	
TOTAL	470/470	

TABLE 5

con't

11. RATE THE FOLLOWING ASPECTS OF THE UNIVERSITY OF GEORGIA WHILE YOU WERE IN ATTENDANCE

	Number	Percent
a. The faculty		
Above average	172	37
Average	266	58
Below average	24	5
SUBTOTAL	462	100
No response	8	
TOTAL	470	
b. The Administration		
Above average	122	27
Average	286	63
Below average	48	11
SUBTOTAL	456	101
No response	14	
TOTAL	470	
c. The physical facilities		
Above average	195	41
Average	232	49
Below average	34	7
SUBTOTAL	461	99
No response	9	
TOTAL	470	

TABLE 5

con't

	Number	Percent
d. The public image		
Above average	163	36
Average	240	53
Below average	53	12
SUBTOTAL	456	101
No response	14	
TOTAL	470	
e. Student housing		
Above average	115	26
Average	266	60
Below average	65	15
SUBTOTAL	446	101
No response	24	
TOTAL	470	
f. The library		
Above average	325	70
Average	123	26
Below average	17	4
SUBTOTAL	465	100
No response	5	
TOTAL	470	

TABLE 5

con't

	Number	Percent
g. Academic and vocational counseling		
Above average	58	13
Average	167	37
Below average	229	50
SUBTOTAL	454	100
No response	16	
TOTAL	470	
h. Personal counseling		
Above average	57	13
Average	150	34
Below average	239	54
SUBTOTAL	446	101
No response	24	
TOTAL	470	
i. The cultural activities		
Above average	142	31
Average	271	59
Below average	45	10
SUBTOTAL	458	100
No response	12	
TOTAL	470	

TABLE 5

con't

12. INDICATE YOUR REACTIONS TO THE FOLLOWING ASPECTS OF YOUR UNDERGRADUATE STUDY WHILE YOU WERE AT THE UNIVERSITY OF GEORGIA.

	Number	Percent
a. The way courses were presented		
Very satisfied	59	13
Satisfied	313	68
Not satisfied	89	19
SUBTOTAL	461	100
No response	9	
TOTAL	470	
b. The variety of subjects covered		
Very satisfied	103	22
Satisfied	286	62
Not satisfied	71	15
SUBTOTAL	460	99
No response	10	
TOTAL	470	
c. The depth of coverage		
Very satisfied	59	13
Satisfied	315	69
Not satisfied	84	18
SUBTOTAL	458	100
No response	12	
TOTAL	470	

TABLE 5

con't

	Number	Percent
d. The level of course difficulty		
Very satisfied	74	16
Satisfied	341	75
Not satisfied	41	9
SUBTOTAL	456	100
No response	14	
TOTAL	470	
e. The number of credit hours required		
Very satisfied	77	17
Satisfied	326	71
Not satisfied	53	12
SUBTOTAL	456	100
No response	14	
TOTAL	470	
f. The teaching ability of the faculty		
Very satisfied	89	19
Satisfied	284	62
Not satisfied	86	19
SUBTOTAL	459	100
No response	11	
TOTAL	470	

TABLE 5

con't

	Number	Percent
g. The availability of the faculty		
Very satisfied	89	19
Satisfied	242	53
Not satisfied	128	28
SUBTOTAL	459	100
No response	11	
TOTAL	470	
h. The interest of the student		
Very satisfied	50	11
Satisfied	293	64
Not satisfied	112	25
SUBTOTAL	455	100
No response	15	
TOTAL	470	
i. The preparation of your current job		
Very satisfeid	68	15
Satisfied	254	57
Not satisfied	123	28
SUBTOTAL	445	100
No response	25	
TOTAL	470	

TABLE 5

con't

13. HOW DID YOU GET YOUR FIRST POSITION AFTER COMPLETING YOUR DEGREE? THROUGH:

	Number	Percent
University Professor	15	3
Own solicitation	237	53
University of Georgia Placement Office	30	7
Family	24	5
Friend	42	9
Advertisement	8	2
Return to former position	18	4
Other (less than 4 listed)	73	16
SUBTOTAL	447	99
No response	23	
TOTAL	470	

14. INDICATE THE NUMBER OF FULL–TIME POSITIONS YOU HAVE HAD SINCE RECEIVING YOUR DEGREE.

	Number	Percent
0	28	6
1	201	44
2	122	27
3	67	15
4	27	6
5	7	2
6	3	1
SUBTOTAL	455	100
No response	15	
TOTAL	470	

TABLE 5

con't

15. IF YOU HAVE HELD MORE THAN ONE POSITION, WHY DID YOU LEAVE THE PREVIOUS POSITION (S)?

	Number	Percent
Better salary	73	34
More challenging opportunity	35	16
Not well suited to former job	10	5
Personality conflict	5	2
Other (less than 5 listed)	92	43
SUBTOTAL	215	100
No response	255	
TOTAL	470	

16. IF YOU HAVE HELD MORE THAN ONE POSITION, HOW MANY HAVE BEEN RELATED TO YOUR UNDERGRADUATE COURSE WORK OR MAJOR?

	Number	Percent
0	56	24
1	54	23
2	80	34
3	31	13
4	14	6
5	1	0
SUBTOTAL	236	100
No response	234	
TOTAL	470	

TABLE 5

con't

17. **WHAT WAS THE ANNUAL SALARY RANGE OF YOUR FIRST POSITION AFTER GETTING YOUR DEGREE?**

	Number	Percent
Less than $4,000	40	10
$4,000 – $5,999	138	35
$6,000 – $7,999	140	36
$8,000 – $9,999	52	13
More than $10,000	20	5
SUBTOTAL	390	99
No response	80	
TOTAL	470	

18. **HOW EFFECTIVE WERE YOUR UNDERGRADUATE COURSES IN CONTRIBUTING TO YOUR PERSONAL AND SOCIAL DEVELOPMENT?**

	Number	Percent
Outstanding	67	15
Adequate	335	74
Inadequate	52	11
SUBTOTAL	454	100
No response	16	
TOTAL	470	

TABLE 5
con't

19. TO WHAT EXTENT, IF ANY, DID THE FOLLOWING *EXTRA–CURRICULAR* ACTIVITIES CONTRIBUTE TO YOUR PERSONAL AND SOCIAL DEVELOPMENT?

a. Cultural affairs (concerts, plays, etc.)	Number	Percent
A great deal	88	20
Somewhat	250	56
Not at all	106	24
SUBTOTAL	444	100
No response	26	
TOTAL	470	

b. Athletic events (Football, basketball, etc.)	Number	Percent
A great deal	196	44
Somewhat	184	41
Not at all	67	15
SUBTOTAL	447	100
No response	23	
TOTAL	470	

TABLE 5 (con't)

c. Topical talks or lectures (Eminent authorities)		
A great deal	57	13
Somewhat	227	53
Not at all	147	34
SUBTOTAL	431	100
No response	39	
TOTAL	470	
d. Fraternity or sorority life		
A great deal	126	30
Somewhat	87	21
Not at all	209	50
SUBTOTAL	422	101
No response	48	
TOTAL	470	
e. Dormitory life		
A great deal	136	32
Somewhat	164	38
Not at all	128	30
SUBTOTAL	428	100
No response	42	
TOTAL	470	

TABLE 5

con't

	Number	Percent
f. Off campus living experience		
A great deal	181	44
Somewhat	124	30
Not at all	104	25
SUBTOTAL	409	99
No response	61	
TOTAL	470	
g. Informal "Bull" sessions		
A great deal	192	44
Somewhat	213	49
Not at all	29	7
SUBTOTAL	434	100
No response	36	
TOTAL	470	
h. Others		
A great deal	39	67
Somewhat	13	22
Not at all	6	10
SUBTOTAL	58	99
No response	412	
TOTAL	470	

TABLE 5 (con't)

20. WHICH, IF ANY, OF YOUR UNDERGRADUATE COURSES CONTRIBUTED THE *MOST* TO YOUR PERSONAL AND SOCIAL DEVELOPMENT? (two choices)

	Number 1st/2nd	Percent 1st/2nd
Speech	34/ 6	15/ 4
Psychology	36/ 9	16/ 7
Philosophy	4/ 3	2/ 2
Music and/or Art	18/ 8	8/ 5
Family Relations	7/ 1	3/ 1
History	7/ 5	3/ 3
Foreign Languages	24/10	10/ 7
Because of Professor	4/ 2	2/ 1
Other (less than 4 listed)	98/105	42/70
SUBTOTAL	232/149	100/100
No response	238/321	
TOTAL	470/470	

TABLE 5 (con't)

21. WHICH, IF ANY, OF YOUR UNDERGRADUATE COURSES CONTRIBUTED THE *LEAST* TO YOUR PERSONAL AND SOCIAL DEVELOPMENT? (two choices)

	Number 1st/2nd	Percent 1st/2nd
Foreign Languages	11/ 5	6/ 8
Chemistry	16/ 3	9/ 5
English (includes Literature)	14/ 3	8/ 5
Mathematics	22/ 2	13/ 3
Biology	4/ 1	2/ 2
Geography	4/ 1	2/ 2
R.O.T.C.	4	2
Bad Professor or Course	4/ 3	2/ 5
Other (less than 4 listed)	94/47	54/72
SUBTOTAL	173/65	100/100
No response	297/405	
TOTAL	470/470	

TABLE 5 (con't)

22. AMONG THE NON-JOB-RELATED COURSES YOU DID NOT TAKE, WHICH WOULD YOU RECOMMEND TO ANYONE ATTENDING COLLEGE? (two choices)

	Number 1st/2nd	Percent 1st/2nd
Speech	9/ 1	4/ 1
Psychology	24/ 3	11/ 3
Music and/or Art	38/ 7	17/ 7
Accounting	7/ 1	3/ 1
Family Relations	17/ 1	8/ 1
Business	27/14	12/13
Religion	4/ 3	2/ 3
History	9/ 4	4/ 4
Other (less than 4 listed)	88/73	39/68
SUBTOTAL	223/107	100/100
No response	247/333	
TOTAL	470/470	

TABLE 5 (con't)

23. FURTHER COMMENTS ON ANY OF THE QUESTIONS OR RELATED TOPICS: (two choices)

	Number 1st/2nd	Percent 1st/2nd
Pro-University of Georgia	33/ 5	17/ 9
Con-University of Georgia	22/ 6	12/11
Pro-questionnaire	2	1
Con-questionnaire	10/ 1	5/ 2
Pro-Professor	3	2
Con-Professor	14/ 6	7/11
Con-Counseling	19/ 4	10/ 7
Others (less than 3 listed)	89/33	46/60
SUBTOTAL	192/55	100/100
No response	278/415	
TOTAL	470/470	

CONCLUSIONS

The results of the study indicate that the graduates of the University of Georgia are well satisfied with the institution from which they graduated.

As a basis for program-analysis within an integrated system of Planning, Programming and Budgeting the results of this study – and the necessary follow-up studies – are an important input in evaluating existing degree programs and its curricula; last, but not least, a new look on student services is indicated.

This particular study has indicated the need for:

a) A critical evaluation of the counseling process including the following areas:

1) personal

2) vocational

3) academic

b) An evaluation of the courses students take, both required and elective.

It should be stressed that this study involved only those alumni who have received a Baccalaureate degree. Future studies – it is recommended – should encompass a broader universe of University of Georgia outputs.

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